

**2011 English Language Arts Textbook Approval Committee Consensus  
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 6 Reading**

**Text Title: Reading Street Student Edition Package Grade 6 Publisher Pearson Education, Inc., publishing as Scott Foresman**

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 6 Reading Summary	Rating		
	Adequate	Limited	No Evidence
6.4	X		
6.4a	X		
6.4b	X		
6.4c	X		
6.4d	X		
6.4e	X		
6.4f	X		
6.5	X		
6.5a	X		
6.5b	X		
6.5c	X		
6.5d	X		
6.5e	X		
6.5f	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 6 Reading Summary	Rating		
	Adequate	Limited	No Evidence
6.5g	X		
6.5h	X		
6.5i	X		
6.5j	X		
6.5k	X		
6.5l	X		
6.6	X		
6.6a	X		
6.6b	X		
6.6c	X		
6.6d	X		
6.6e	X		
6.6f	X		
6.6g	X		

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	Adequate	Limited	No Evidence
<b>6.6h</b>	<b>X</b>		
<b>6.6i</b>	<b>X</b>		
<b>6.6j</b>	<b>X</b>		
<b>6.6k</b>	<b>X</b>		
<b>6.6l</b>	<b>X</b>		

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<b>Section II. Additional Criteria: Instructional Planning and Support</b>	<b>Degree of Correlation: Underline your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<u>Adequate</u>	Limited	No Evidence  Comments:
2. The textbook is organized appropriately within and among units of study.	<u>Adequate</u>	Limited	No Evidence  Comments:
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<u>Adequate</u>	Limited	No Evidence  Comments:
4. The writing style, syntax, and vocabulary are appropriate.	<u>Adequate</u>	Limited	No Evidence  Comments:
5. Sufficient instructional strategies are provided to promote depth of understanding.	<u>Adequate</u>	Limited	No Evidence  Comments:

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6.4	The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.	<u>Adequate</u> Limited   No Evidence Comments:	
	a) Identify word origins and derivations.	<u>Adequate</u> Limited   No Evidence Comments:	
	b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	<u>Adequate</u> Limited   No Evidence Comments:	
	c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	<u>Adequate</u> Limited   No Evidence Comments:	
	d) Identify and analyze figurative language.	<u>Adequate</u> Limited   No Evidence Comments:	

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e) Use word-reference materials.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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6.5      The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a)   Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b)   Make, confirm, and revise predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c)   Describe how word choice and imagery contribute to the meaning of a text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d)   Describe cause and effect relationships and their impact on plot.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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e) Use prior and background knowledge as context for new learning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Use information in the text to draw conclusions and make inferences.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Explain how character and plot development are used in a selection to support a central conflict or story line.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Identify and summarize supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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j) Identify and analyze the author's use of figurative language.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Identify transitional words and phrases that signal an author's organizational pattern.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		



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6.6	The student will read and demonstrate comprehension of a variety of nonfiction texts.	<u>Adequate</u> Limited   No Evidence	Comments:
	a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.	<u>Adequate</u> Limited   No Evidence	Comments:
	b) Use prior knowledge and build additional background knowledge as context for new learning.	<u>Adequate</u> Limited   No Evidence	Comments:
	c) Identify questions to be answered.	<u>Adequate</u> Limited   No Evidence	Comments:
	d) Make, confirm, or revise predictions.	<u>Adequate</u> Limited   No Evidence	Comments:

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e) Draw conclusions and make inferences based on explicit and implied information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Differentiate between fact and opinion.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Summarize supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Compare and contrast information about one topic, which may be contained in different selections.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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j) Identify the author's organizational pattern.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Identify cause and effect relationships.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		